

Targeted and Intensive Behavior Supports for Students

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Effective Educational Practices

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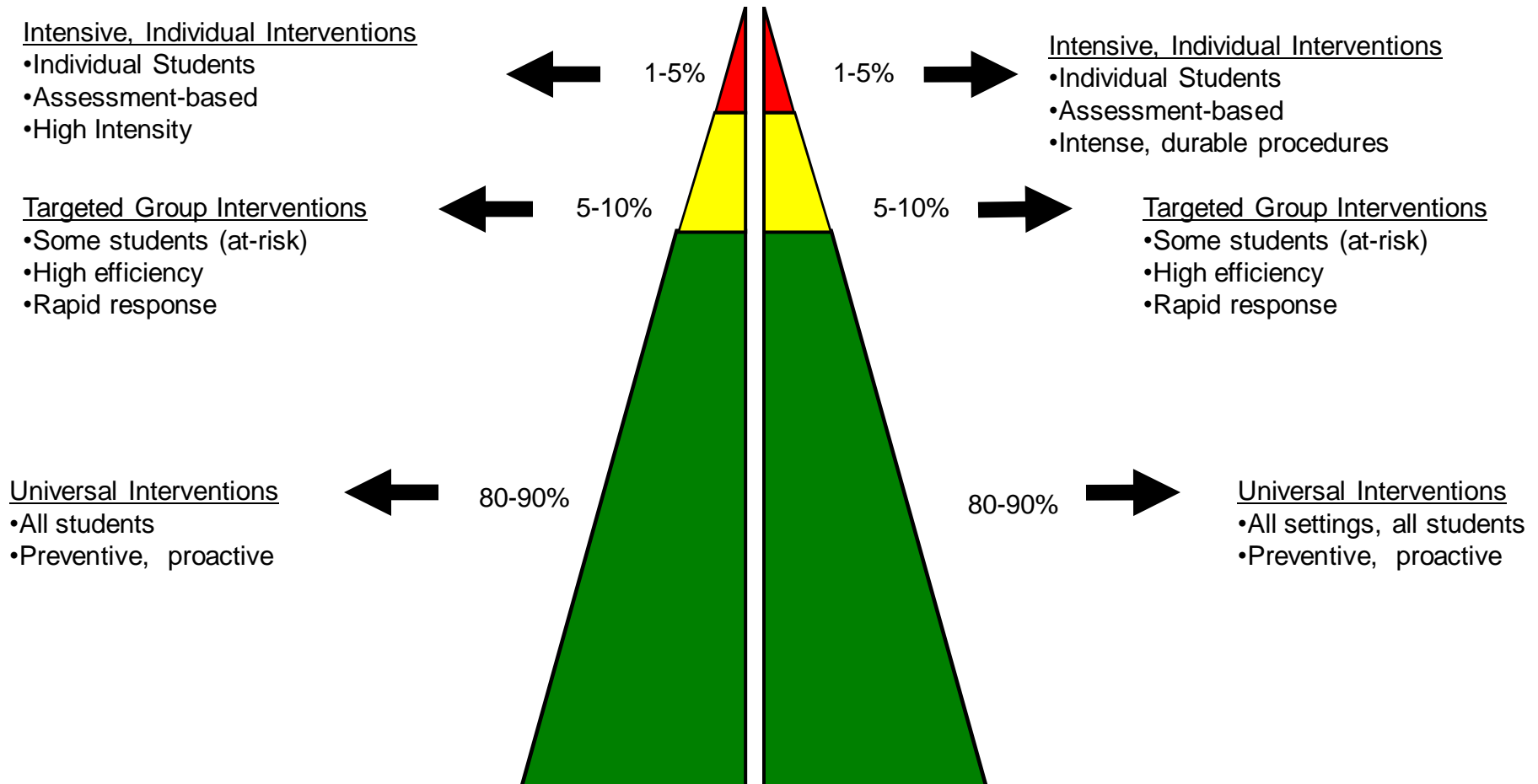
Presentation Objectives

- Targeted/Tier 2 interventions
 - What are Tier 2 interventions?
 - Who should receive them?
 - How to use data to move students in and out
 - Many examples of Tier 2 interventions
- What are the components of a Tier 3 plan?
 - Brief review of FBA and BIP

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



6 Components of School-wide PBIS

- 1) Select and define **expectations & routines** (OAT)
- 2) **Teach behavior & routines** directly (in **all settings**)
- 3) **Actively monitor** behavior (MIS)
- 4) **Acknowledge** appropriate behavior
Predictable/Intermittent/Long-term
- 5) **Review data** to make decisions
- 6) **Correct** behavioral errors
Pre-correction/Boosters/**De-escalation**/FBA

A Little Review of Tier 1...

Tier 1: Schoolwide...

- **Purpose:**

- Maximize learning for all students
- Strong, research-validated core curriculum; 80-90% of students are meeting performance indicators
- Minimize need for interventions (number & intensity)
- Use school-wide data to evaluate and improve the instruction for all students in reading/behavior

Schoolwide... (cont'd)

- **Characteristics:**

- Explicit, focused, differentiated, high-quality general education instruction in academic and social competencies
- Core curriculum meets the needs of the student population
- Family involvement
- **All** students receive instruction in core curriculum

Targeted Interventions: Big Ideas

- Schools need different systems to deal with different levels of problem behavior in schools.
- Targeted group interventions are efficient systems for supporting students at-risk for more severe forms of problem behavior.
- Up to 10% students (depending on school demographics and resources) can be served using a targeted group intervention (usually 15-30 students per year).
- Some students are going to need more intensive support than targeted interventions can provide.

Are you ready for
targeted supports and
interventions?

Is My School Ready to Implement Targeted Interventions?

- School-wide system of behavior support in place
- Staff buy-in for implementation of the targeted intervention
- Administrative support
 - Time & money allocated
- No major changes in school climate
 - e.g. teacher strikes, administrative turnover, major changes in funding
- Implementation is a top priority

IF...

FOCUS ON...

- More than 40% of students receive one or more office referrals
- More than 2.5 office referrals per student

School Wide System

- More than 35% of office referrals come from non-classroom settings
- More than 15% of students referred from non-classroom settings

Non-Classroom System

- More than 60% of office referrals come from the classroom
- 50% or more of office referrals come from less than 10% of classrooms

Classroom Systems

- More than 10-15 students receive 5 or more office referrals

Targeted Group Interventions /
Classroom Systems

- Less than 10 students with 10 or more office referrals
- Less than 10 students continue rate of referrals after receiving targeted group settings
- Small number of students destabilizing overall functioning of school

Individual Student Systems

Why ODRs May Not Be Enough

- May miss students in settings with persistent or violent behavior who may not generate office referrals
- May not identify students with severe “internalizing” behaviors
- May not identify students with many “minors” but few “majors”
- May not reflect that some teachers refer and some don’t

Kincaid, Childs, & Putnam,
October, 2007

Who Receives Targeted Interventions?

- Students identified as “at-risk” for behavior problems by having 2-5 Office Referrals
- Small groups of students with relatively homogenous behavior (skipping class, bus referrals) which may be location specific
- Students are expected to have a rapid response to intervention

Who is a Targeted Intervention Appropriate for?

APPROPRIATE

- **Low-level problem behavior (not severe)**
- **3-7 referrals**
- **Behavior occurs across multiple locations**
- **Examples**
 - **talking out**
 - **minor disruption**

INAPPROPRIATE

- **Serious or violent behaviors/infractions**
- **Extreme chronic behavior (8+ referrals)**
- **Require more individualized support**
 - **Functional Assessment**
 - **Wrap Around Services**

Tier 2 Targeted Interventions

What to do? What to do?



Important Theme

Common misperception is that these strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – Important to stress that these interventions will require high level of involvement among ALL staff within the school building

Implementing Targeted Interventions

- Key features:
 - Continuously available
 - Rapid access
 - Low effort by teachers
 - Consistent with school-wide expectations
 - Implemented by all staff/faculty
 - Perceived as acceptable and helpful in the cultures represented by your student body

Implementing Targeted Interventions

- Key features (continued)
 - Flexible intervention based on data
 - Functional perspective (brief, group focused)
 - Adequate resources
 - Continuous monitoring of student behavior for decision-making
 - Formal system for informing parents and families of progress

The Team ...

- Building planning team, behavior support team, grade level team looking at behavior data, etc.
- Develops decision rules and reviews data to make decisions about who should receive targeted intervention support(s).
- Collaborative process
- Focuses on supporting students who require more support than is available for all students

Personnel: Support Team

- Attend bi-weekly meetings
- Contribute to decision making for students in need of support
- Help conduct orientation meetings for students, parents, and staff
- Gather supplemental information about student progress (attendance, grades, etc)
- Contribute to student/staff development workshops
- Contribute to feedback sessions
- Complete any assigned tasks from support meeting

Sample Agenda Form for Team Meeting

Tier 2 Team Meeting Agenda

Date:_____ Note taker:_____

Team Members Present:_____

List of Priority Students:

- 1) Discuss Priority Students
- 2) Discuss New Referrals
- 3) Identify ways to provide feedback & acknowledgement more consistently to students
- 4) Other Issues of Concern

Tier 2 Targeted Interventions

- Those using existing resources
- Those requiring additional resource support

Tier 2 Interventions

Using Existing Supports

- BEP / Check-in Check-out
- In-school Mentoring program
- Social skills training
 - Character ed. Built into the curriculum as needed
 - Pre-teaching / Re-teaching expectations
- Behavior Contracts
- Academic skills (pre-teach; re-teach; small group)
- Structured peer tutoring
- Plans for new students□

Tier 2 Interventions Requiring Additional Resources

- Groups: Social skills, Anger management, Organization
- Mentoring (more intensive program)
- Homework Club
- Newcomer club
- Peer tutoring
- Academic skill groups

Tier 2 Interventions

Using Existing
Resources

Examples of Targeted Interventions

Check & Connect

1 point of contact

Check-in Check-Out (CiCo)

2 points of contact

Hello Update Goodbye (HUG)

3 points of contact

Behavior Education Program (BEP)

4+ points of contact

Behavior Education Program (BEP)

- Morning check-in (Get BEP Form)
- Give BEP form to each teacher prior to each period.
- End of day check-out
 - Points tallied
 - Reward
- BEP form copy taken home and signed.
- Return signed copy next morning.

BEP Check-in

- Focus is on academic & social compliance
 - AM / PM
- Teach strategies/objectives to accomplish
- All staff must prompt/reinforce student use
- Best person to use for check-in: an instructional assistant, office staff person, counselor

BEP Check Out

- Occurs at the end of the day before student leaves
- Check-out person reviews progress and whether goals were met
- Discussion of what was done well and what could have been done differently
- Best if this person is the same as the check-in person

Designing Daily Progress Reports

- Determine behavioral expectations
 - School-wide expectations
 - Monitor IEP behavioral goals
 - Academic vs. behavioral expectations
- Expectations positively stated
- Range of scores vs. dichotomous scoring
 - Rating scales should be age appropriate
- Teacher friendly
 - circling versus writing & place for teacher initials
 - consistent expectations versus individual expectations
- Easy summarize data and determine if goal is met

Daily Progress Report

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hand & Feet to Self	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TOTAL POINTS															

KENNEDY CARD

			Name _____		
Material s To Class	Worked and Let Others Work	Follow Directions the First Time		Teacher	Parent
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
2	2	2	Assignments:		
1	1	1	Wow,		
No	No	No			
			= _____ Goal =		
			36		

Point Sheet

Name: _____

Date: _____

Morning Work

Reading

Math

Afternoon





































Keep my hands, feet, body and objects to myself.	3 2 1	3 2 1	3 2 1	3 2 1
Say nice things or no things to other people.	3 2 1	3 2 1	3 2 1	3 2 1
Follow adult directs the first time.	3 2 1	3 2 1	3 2 1	3 2 1

Goal met?

AWL Braggin' Dragons





































Check and Connect

Date: _____

Class	BE RESPECTFUL (define)	BE RESPONSIBLE (define)	BE A PROBLEM SOLVER (define)
	  	  	  
	  	  	  
	  	  	  
	  	  	  

Morning Goal: _____

Goal met? _____

Afternoon Goal: _____

Goal met? _____

1. If I meet my goal of _____ in the morning, I will earn _____.
2. If I meet my goal of _____ in the afternoon, I will earn _____.
3. Long-term goal: _____.

Parent signature: _____

AWL Braggin' Dragons

Check and Connect

Date: _____

2=Great!

1=OK

0=Not so great

Class	BE RESPECTFUL (define)	BE RESPONSIBLE (define)	BE A PROBLEM SOLVER (define)
Check and Connect!		2 1 0	
	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0

Morning Goal: __/20 points

Points earned:_____/20

	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0
	2 1 0	2 1 0	2 1 0
Check and Connect!		2 1 0	

Afternoon Goal: __/26 points

Points earned:_____/26

Positive Consequences

1. If I meet my goal of __/20 points in the morning, I will earn_____.
2. If I meet my goal of __/26 points in the afternoon, I will earn_____.
3. Long-term goal:_____.

Parent signature: _____

Training Students on the BEP

- Meet with parents and students
- Modeling and Practice
- Accepting Feedback
- Decision-Making
 - Goal

Role of the Support Coordinator/Check-In Check-Out Person

- Takes care of requests for assistance
- Lead morning check-in/ afternoon check-out
- Enter support data on spreadsheet – daily
- Organize and maintain records
- Create graphs for support meetings
- Gather supplemental information for support meetings
- Prioritize students in need of support for team meetings
- Lead support meetings

Characteristics of an effective Support Coordinator

- Flexibility within job responsibility (e.g., Ed. Asst.)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

Resources: Time and Money

- About 10 hours per week for support coordinator
- Support forms on NCR paper
- School supplies for support participants
- Acknowledgement for support participants

Mentoring

- Focus on “connections” at school
 - Developing at least one positive relationship with an adult at school
 - Not monitoring work
 - Not to “nag” regarding behavior
- Staff volunteer
 - Not in classroom
 - No administrators
- Match student to volunteer
 - 10 minutes min per week

It is important to be ready to meet with a student on a regular, predictable, and consistent basis. Goal is not to become a “friend” but a positive adult role model who expresses sincere and genuine care for the student.

Social Skills Instruction

- Identify critical skills (deficit or performance problem)
- Develop social skill lessons (like Skillstreaming)
 - “Tell, show, practice”
 - Match language to school-wide expectations
- Generalization strategies
- Led by the classroom teacher

Clear and specific activities for all staff to follow must be provided to promote generalization and make sure that staff use strategies.

Behavior Contracts

With the student, collaboratively identify:

- Behaviors to work on
- Attainable goals
- How appropriate behavior will be acknowledged

Behavior Contract for Johnny

This is a contract to help support Johnny for the rest of the school year.

Johnny agrees to:

- Do his homework each day
- Get his planner signed by his teachers each day
- Ask for help or a break if he gets upset (for example, a desk away, get a drink, talk to someone)

Teachers and staff at AWL and Johnny's parents agree to:

- Help Johnny with his work if he needs it
- Sign his planner each day when he brings it to them
- Help Johnny know when he is starting to get upset
- Help Johnny use good coping skills when he gets angry

Johnny Student

Date

Ms. Math Teacher

Date

Ms. Reading Teacher

Date

Ms. Mom

Date

Dr. School Psychologist

Date

Academic Support

- Homework
 - Is there a way to build support within the school day? Homework check, homework buddy, time to start on homework at school.
- Remediation
 - Direct instruction in addition to the current curriculum
- Accommodation
 - Within instruction
- Pre-teaching / Re-teaching

Structured Peer Tutoring

- Within the classroom
- Monitored by the teacher
- Use of specific, structured intervention such as repeated readings, previewing, flashcards, cover-copy-compare, etc.
- Initially, students will need close and on-going teacher supervision to ensure success

Newcomer students

Have a systematic plan to orient new students and teach expectations:

- Orientation packet
- Orientation program led by students and/or teachers
- Video that shows the expectations
- Peer or adult buddy

Tier 2 Interventions

Requiring Additional Resources

Support Groups

- Classwide or small group
- Led by: school psychologist, counselor, social worker, teacher or administrator
 - Social Skills
 - Anger Management
 - Organization
 - Study Skills

Mentoring

- Regular contact in school (1:1 adult and student)-at least 10 minutes per week
- Monthly/quarterly out-of-school events (picnic, baseball game, etc.)
- More intensive program including out-of-school activities will require leadership and coordination

Homework Club

- Students remain after school (everyday 1/2 hour) or 1 day per week (1-2 hours) to complete work
- Students are paired up with “reminder” buddies who check in on work completion
- Provide monitoring of completion and incentives for meeting goals

Newcomer Group

- Club for students who are new to the school or returning after an extended absence.
- Place to review expectations, monitor progress, connect with other students

Peer Tutoring

- Tutors must be taught how to teach
- Tutors must be taught what to do if tutee does not comply
- Tutors must be given the option to drop out at any time without penalty
- Monitoring to make sure that the intervention is being implemented as planned

Academic Skills Groups

- Led by IA, teachers, support staff, parent volunteer
- 2-3 times per week
 - Small-group reading (PALS, Repeated Readings, 6-minute solution)
 - Small-group math skill review
 - Other

Decision Rules to Move Out of Tier 2

- Establish decision rules about when to fade support (back to Tier 1 only), when to modify Tier 2, or when to increase support (move to Tier 3)
- Need enough data to see a trend

Frequently Asked Questions Regarding TI Implementation

- What if the student does not check-in in the morning?
- What if the student is not checking-out in the afternoon?
- What if a student is consistently not checking in and/or checking out?
- What if the student loses his/her Daily Progress Report?
- What if the student is consistently participating in the TI and his/her behavior gets worse?

Troubleshooting Targeted Interventions

- Were the supports/interventions implemented as designed?
- Are students matched to appropriate supports/intervention?
- Do supports/interventions need to be modified?
- Does instruction need to be provided in a smaller group?
- Does instruction need to be provided more frequently or last longer?

Obstacles to TI Implementation

- Administrator not on the team that develops the TI and looks at data for decision making
- TI used as punishment rather than prevention program
- TI coordinator lacks skills to implement the program (e.g., behavior intervention, computer)
- Schools expecting TI to solve all behavior problems
- Fitting TI data evaluation into existing teams

If a student is not making progress with Tier 2, what do we do?

Move to Tier 3!

Outcomes

- Describe FBA-BIP as **process**
- Describe **systemic supports** needed to enable FBA-BIP process
- Identify **essential features** of FBA-BIP process

Overemphasis on product vs.. process

- *“Okay, all we have to do is follow the checklist, & get this form filled out.”*
- *“Where is that FBA? I know we put it in her file 9 weeks ago when we met.”*

What is FBA?

A systematic **process** for developing statements about factors that

- contribute to **occurrence** & maintenance of problem behavior, &
- more importantly, serve as basis for developing proactive & comprehensive behavior support **plans**.

Minimum Essential Elements

1. Clear definitions of problem behavior
2. Testable hypothesis statement
3. Supporting data
4. Behavior intervention plan based on testable hypothesis

1. Clear & measurable **definition** of problem behaviors.

(-) hyperactivity

*(+) initiates 5 different tasks within 2
minutes*

*(+) leaves room at least 3 times during a
30 minute lesson*

Which is described in
observable terms?

Hits with his fist

OR

Aggressive

Which is described in
observable terms?

Hits with his fist

OR

Aggressive

Psychotic

OR

Says she hears voices

Psychotic

OR

Says she hears voices

2. Complete **testable hypothesis** or summary statement is provided

Statement that describes

1. **Context** in which behavior is observed.
2. **Function** of behavior

Components of testable hypothesis?

1. Problem **behavior**(s)
 - *verbal aggression, profanity, compliance*
2. Triggering **antecedent** (before)
 - *request related to difficult academic task*

3. Maintaining consequence (after) (function)

- *avoid difficult task, get away from teacher making request*

4. Setting events

- *lack of peer contact in previous 30 minutes*

Setting Events

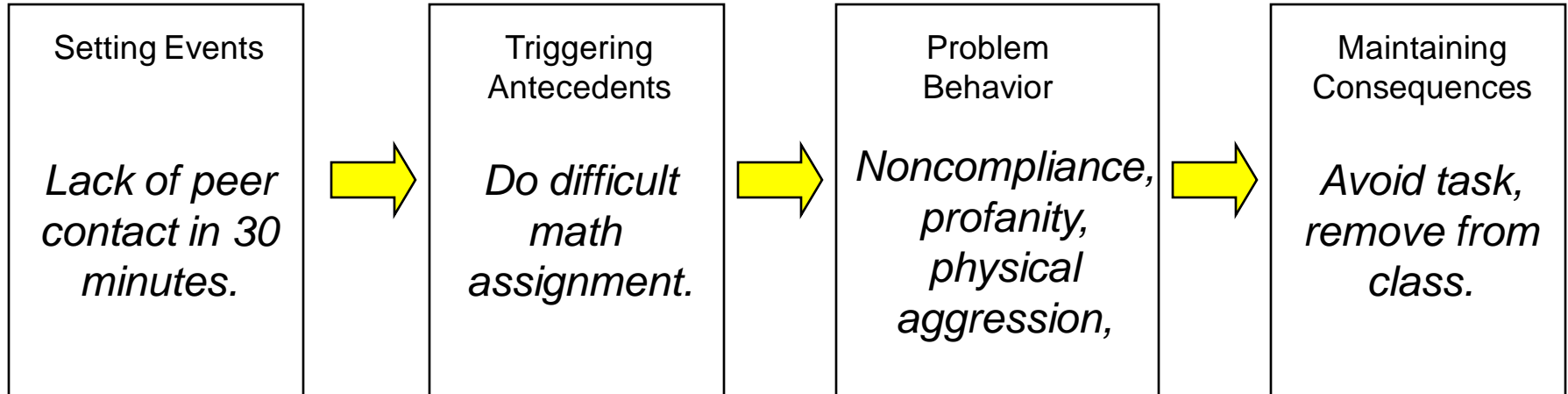
- **Unique** situations/conditions that **momentarily change value** of consequences
 - Increase or decrease in likelihood of behavior
 - E.g., illness, hunger, social conflict

GOAL:

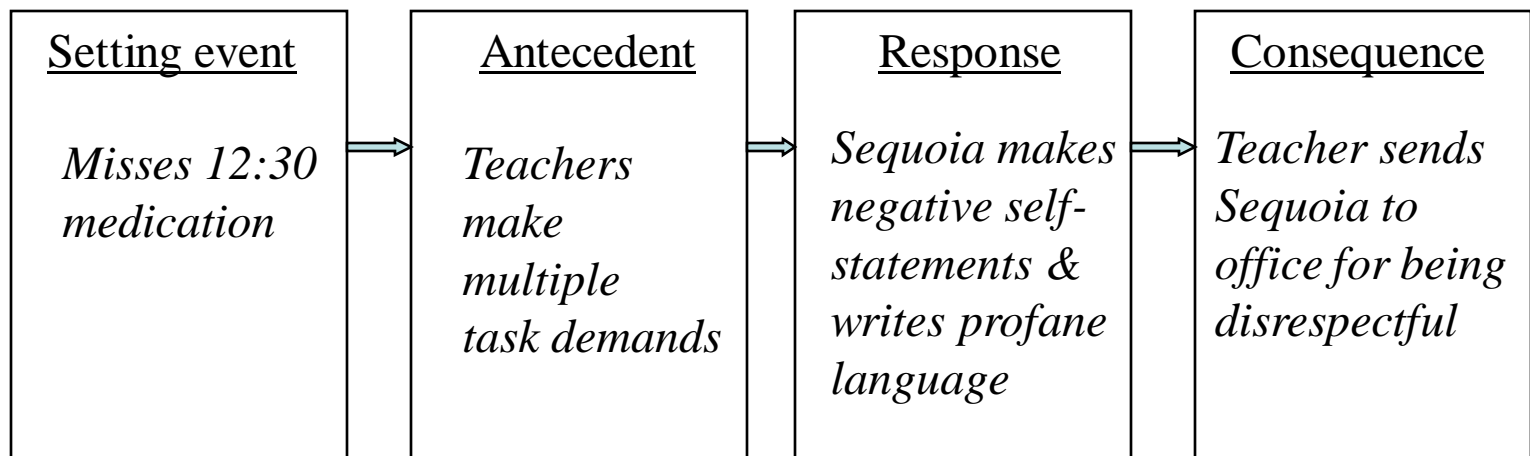
“Testable Hypotheses”

- Behavior related to **environmental factors & testable**
 - *Cleo talks in class when she sits next to Caesar.*
 - *When he arrives more than 3 minutes late to class, Caesar’s teacher sends him to detention.*

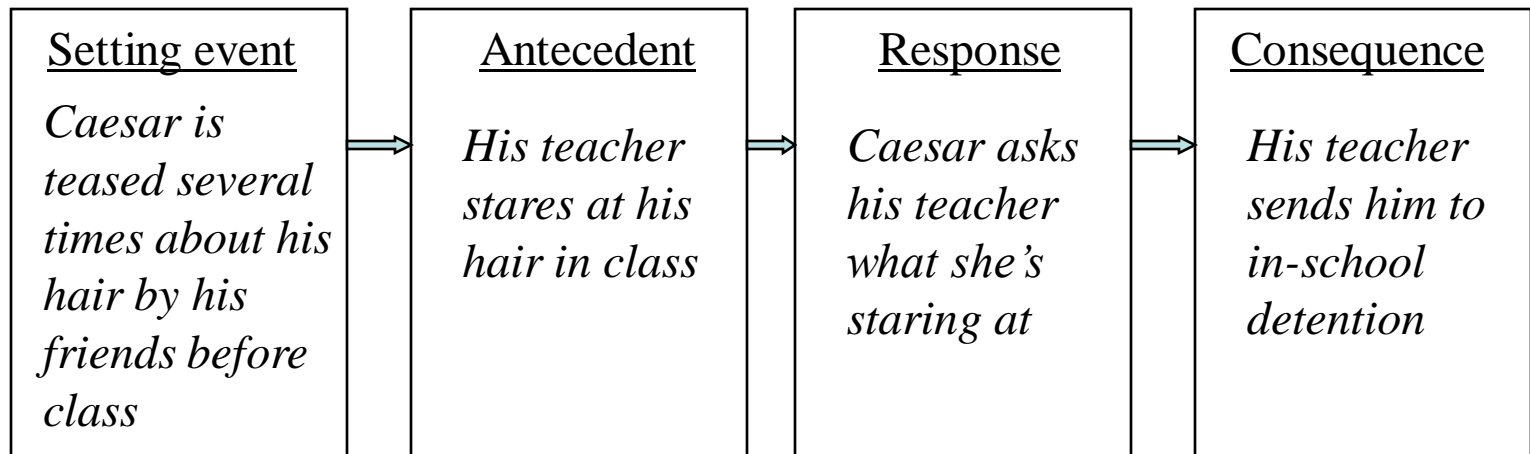
Testable Hypothesis or Summary Statement



When Sequoia misses her 12:30 medication & teachers make multiple task demands, she makes negative self-statements and writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful.



Caesar has dyed his hair three colors & is teased several times by his friends before class. When he enters the class, his teacher stares at his hair. Caesar immediately says “what are you staring at?” His teacher immediately sends him to in-school detention.



3. **Data** to confirm testable hypothesis.

- Archival
www.SWIS.org
- Interview
- Direct observation

4. Behavior intervention plan based on testable hypothesis

Fundamental Rule

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior” (O’Neill et al., 1997, p. 71).

Increase efficiency of function-based approach?

- Invest in SW PBS systems
- Screen early & regularly for high risk behavior students
- Provide easy procedure for requesting assistance
- Emphasize team-based approach

6 FBA Misrules

1. Only one way to collect FA information.

- FA process is basically same
- Methods for collecting data may vary

2. Must do everything every time.

- Base FBA activity on what you know.
- FBA is systematic behavior support planning process.

3. Everyone has to know how to do FBA.

- Small number of people must have high fluency.
- All people must know process & what to expect.
- Some individuals must work on sustainability.

4. FBA is it.

- One component of comprehensive plan of behavior support.

5. FBA is only for students with disabilities

- Process for behavior of all individuals across multiple settings

6. *“Power,” “authority,” “control,”
etc. are functions.*

- 2 research validated functions

Typical functions

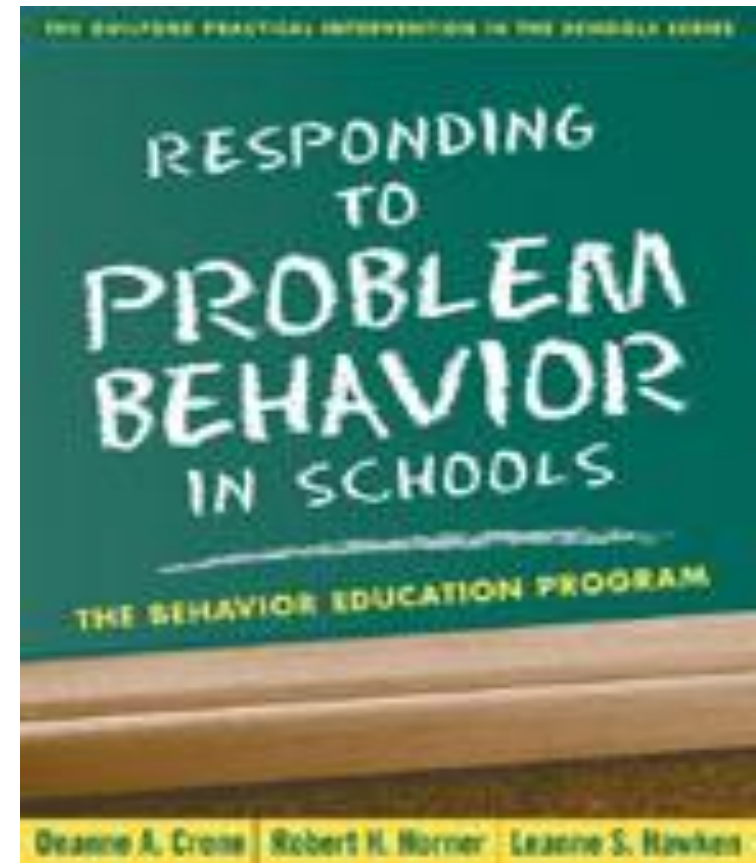
	Get/ Access	Avoid/ Escape
Peer/Adult Social		
Activities Tasks		
Tangibles		
Sensory		

Useful Resources When Choosing Tier 2 Interventions

- Positive Behavioral Interventions and Supports:
www.pbis.org
 - Includes information about PBS across all three tiers, on-line resource library and links to other websites
- Intervention Central: www.interventioncentral.org
 - Scripted interventions for behavior, and academic skills

Manual on how to Implement the BEP

- Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press



Manual for FBA/BIP

- Crone, D.A. and Horner, R. H. (2003). *Building positive behavior support systems in schools: Functional behavior assessment*. New York, NY: Guilford Press.

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